

Directive Illocutionary Act on English Teacher in Elementary School Sukoharjo 3 Probolinggo (Pragmatics Study)

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Abstrak

Penelitian ini bertujuan untuk (1) menganalisis jenis-jenis tindak tutur ilokusi direktif yang digunakan oleh guru bahasa inggris di SDN Sukoharjo 3 Probolinggo. (2) mengetahui penggunaan dominan dari tindak tutur ilokusi direktif yang digunakan oleh guru bahasa inggris di SDN Sukoharjo 3 Probolinggo. Penelitian ini membahas pragmatik sebagai dasar teori. Tindak tutur ilokusi direktif dipilih karena sebagian besar dari tuturan pada aktifitas pembelajaran menggunakan jenis, bertanya, berpesan, meminta, mengundang, menyarankan, dan memohon sebagai komunikasi strategi yang digunakan guru bahasa inggris. Metode penelitian menggunakan kualitatif deskriptif. Hasil dari penelitian ini ditemukan semua jenis tindak tutur direktif, yaitu bertanya 38 ujaran (49,35%), terdiri dari 5 ujaran yang memberikan konfirmasi, 27 ujaran memberikan informasi dan 6 ujaran menegaskan. 25 ujaran berpesan (32,46%), 4 ujaran meminta (5,19%), 2 ujaran mengundang (2,59%), 4 ujaran menyarankan. Dan ditemukan 4 ujaran memohon (5,19%). Bertanya adalah ujaran yang paling banyak ditemukan karena guru memberikan pertanyaan tidak hanya untuk mendapatkan informasi, tetapi juga untuk mengajak siswa aktif selama proses pembelajaran di kelas.

Kata kunci: Ilokusi, Direktif, Tindak tutur, Guru bahasa inggris, Pragmatik.

A. Introduction

Language has an important role for human to make an interaction each other. Without language, a person cannot convey their mind, opinion, concept or feeling. The function of language is to communication. Communication is successful not when hearers recognize the linguistic meaning of the utterance, but when they infer the speaker's "meaning" from it (Sperber and Wilson in Allan, 1986:23). It means

that one utterance has various kinds of meaning depends on situation and context when the communication is running.

Communication in education is important thing because there are feedback between students and teacher. according to Santrock (2008), three main aspect of communication in learning, such as speaking, hearing, and nonverbal communication, speaking in the classroom must be good communicating and effect of communication is to improve students ability, because enthusiasm students depends on how the teachers using the utterances in classroom.

In education, especially in learning process in the class, before the teachers begin the lesson, they have to know and understand how the situation in the class, To create a fun learning, good communication is needed between teachers and students. Besides that, a teacher have to gives some message or advice to their students. Especially for sixth grade that will face National Examination.

This research is chosen because Elementary School in Sukoharjo 3 Probolinggo used KTSP curriculum in learning process. Sixth grade is chosen in this research because the teacher usually gives some advice to their students and makes prepare to improve the ability in college or company, while some of college or company in Indonesia or the other countries used English language in learning process and daily conversation.

To analyzing the data, this research is used the Pragmatics especially illocutionary act by Searle. Pragmatics is the study of the relationship between linguistics forms and the users of those forms, in this three part distinction only pragmatics allow humans into the analysis (Yule, 1996:3). It means that Pragmatics studies about meaning according to context. It encompasses speech act theory, cooperative principle, implicature, relevance theory, and politeness. Pragmatics is sometimes characterized as dealing with the effects of context. This is equivalent to saying it deals with utterances, if one collectively refers to all the facts that can vary from utterance to utterance as 'context.'

Speech act influence the hearer to doing something. The speech act is the basic unit of language used to express meaning, an utterance that expresses an intention (Searle, 1975: 135). It means that speech acts is basic of another

discussion, such as cooperative principle, implicature, relevance theory, and politeness.

Based on the title of this thesis, The Problems of the study are:

1. What are types of directive illocutionary act used by English teacher in the Elementary School of Sukoharjo 3Probolinggo?
2. What is the dominant use of directive illocutionary act used by English teacher in the Elementary School of Sukoharjo 3Probolinggo?

B. Theory

Theory in this research is used Theory of Searle, Pragmatics especially directive illocutionary act.

1. Theory Pragmatics

Pragmatics is the study of speaker meaning. This type of study necessarily involves the interpretation of what people mean in a particular context and how the context influence what is said (Yule, 1996:3). Pragmatics is study about meaning according to situation and context. This approach needs understanding how the context that used of speaker. Pragmatics is the study of those principles that will account for why a certain set of sentences are anomalous, or not possible utterances. (Levinson, 1983:5).

2. Speech Act

Speech act is a part of pragmatics study. The speech act is the basic unit of language used to express meaning, an utterance that expresses an intention. Normally, the speech act is a sentence, but it can be a word or phrase as long as it follows the rules necessary to accomplish the intention. (Searle, 1969:153). Its means, speech act is an utterance that followed by action from speaker. In addition, explain follows:

In attempting to express themselves, people perform actions via those utterances. Utterance can be used to perform the act of ending your employment. However, the actions performed by utterances do not have to be as dramatic or as unpleasant. The action can be quite pleasant, as in the compliment performed, the acknowledgement of thanks, or the expression of surprise. Actions performed via utterances are generally called speech acts and, in English, are commonly given more specific labels, such as apology, complaint, compliment, invitation, promise, or request (Yule, 1996: 47)

In each speech act we can distinguish abstractly two components: the *type* or *quality* of the act (sometimes called its illocutionary force) and the (normally propositional) *content* of the act (Searle In Burkhardt, 1990:8). Its means in speech act, context and aims of the utterance is important thing to communication effectively.

This research only focuses on speech act that use of English teacher in elementary school because the teachers do not only explain about lessons, but also give advice, expectation, request, command, forbidden, asking, allow, etc to their students.

3. Types of Speech Act

Term of types speech act, there are Locutionary, illocutionary and perlocutionary act was first introduced by the philosopher John L. Austin and then developed by John R. Searle. Austin makes distinction about locutionary and illocutionary act.

Austin's distinction between locutionary and illocutionary acts is still intact even for cases containing the performative use of illocutionary verbs. It is a distinction between the simple meaningful utterance and the successfully performed complete illocutionary act. The successfully performed illocutionary act requires all sorts of conditions not required by the locutionary act. (Searle, 1968:409)

4. Locutionary Act

Locutionary act is the act of actually uttering. Two types of locutionary act are utterance acts, where something is said (or a sound is made) and which may not have any meaning, and propositional acts, where a particular reference is made. (Note: acts are sometimes also called utterances - thus a perlocutionary act is the same a perlocutionary utterance).

In performing a locutionary act we shall also be performing such an act as: Asking or answering a question, giving some information or an assurance or a warning, announcing a verdict or an intention, pronouncing sentence, making an appointment or an appeal or a criticism. Like Austin, but unlike Searle, Bach and Harnish argue for the concept of locutionary acts: acts of using sentences with “a more or less definite ‘sense’ and a more or less definite ‘reference,’ in Austin's words. They are more explicit than Austin, and argue that determining what someone has (locutionarily) said by uttering a sentence amounts to determining.

5. Illocutionary act

Whenever a speaker utters a sentence in an appropriate context with certain intentions, he performs one or more illocutionary acts. In general, illocutionary act consists of an illocutionary force *F* and a propositional content *P*.

In illocutionary speech act, there are some rules in each classification of speech act, as stated by Searle (1969:74) making an appropriate proposition, fulfilling certain preparatory conditions, being sincere and having one's statement "count as" accomplishing what is essential to the particular act (e.g., undertaking an obligation in the case of promises; requesting information for a question).

For the illocutionary act of promising, the rules that he postulated are (Searle, 1969: 63).

- a. *Pr* (the IFID for promising) is to be uttered only in the context of a sentence (or larger stretch of discourse) *T* the utterance of which predicates some future act *A* of *S*.
- b. *Pr* is to be uttered only if the hearer *H* would prefer *S*'s doing *A* to his not doing *A*, and *S* believes hearer *H* would prefer *S*'s doing *A* to his not doing *A*.
- c. *Pr* is to be uttered only if it is not obvious to both *S* and *H* that *S* will do *A* in the normal course of events.
- d. *Pr* is to be uttered only if *S* intends to do *A*.
- e. The utterance of *Pr* counts as the undertaking of an obligation to do *A*.

Rule 1 Searle called the propositional content rule, rules 2 and 3 are preparatory rules, rule 4 is a sincerity rule, and rule 5 is the essential rule. Searle found a similar set of rules to be operative in the case of other kinds of illocutions, as shown in the following table for assertion, thanking, and warning:

6. Perlocutionary act

Perlocutionary act is the act performed by saying something in a particular context. It represents the change achieved each time, in a particular context, depending on the kind of perlocution, different conditions have to hold in order for it to be achieved.

7. Searle's Classification of Illocutionary Act

There are five basic kinds of action that one can perform in speaking. This classification according to Searle:

a. Assertives

They commit the speaker to something being the case.

b. Directives

They try to make the addressee perform an action.

c. Commissive

They commit the speaker to doing something in the future.

d. Expressives:

They express how the speaker feels about the situation.

e. Declarations

They change the state of the world in an immediate way.

8. A Comparison of Different Classifications of Illocutionary Act

Illocutionary act is divided into some classifications, and some of linguist such as Austin, Searle, Vendler, Bach and Harnish, and Allan have different classification of illocutionary act.

Austin: expositive, commissives, behabitives, exercitives, verdictives.

Vendler: expositives, commissives, behabitives, interrogatives, exercitives, verdictives, operatives.

Searle: assertives, commissives, expressives, directives, declarations.

Bach and Harnish: assertives, commissives, acknowledgments, directives, verdictives, effectives.

Allan: statements, expressives, invitationals, authoritatives

9. The Review of the Previous Study

Aprilianti "*Tindak Tutur Guru Dalam Interaksi Kelas Bahasa Indonesia di SMP Negeri 6 Malang (2008)*". This thesis of analyzes speech act of teacher in Indonesian class in Junior high school, Result of this research are finding about types of speech act, the function of speech act and meaning of teacher speech act in interaction Indonesian class in junior high school of 6, Malang. Types of speech act that finding are (1) assertive acts, (2) Directive act (3) comissive act (4) Expressive act, 5) declarative act, consists of act that give punishment. The function that

findings are (1) to make explanation about factual information, (2) to make explanation about intellectual information. (3) to make explanation about emotion each other (4) to make explanation about moral value (5) to assure or affected (6) to socialization. While meaning of speech acts that finding are (1) conceptual meaning, (2) stylistics meaning (3) reflection meaning (4) collocative meaning (5) thematic meaning (6) emotive meaning, (7) descriptive meaning, and (8) pictorial meaning.

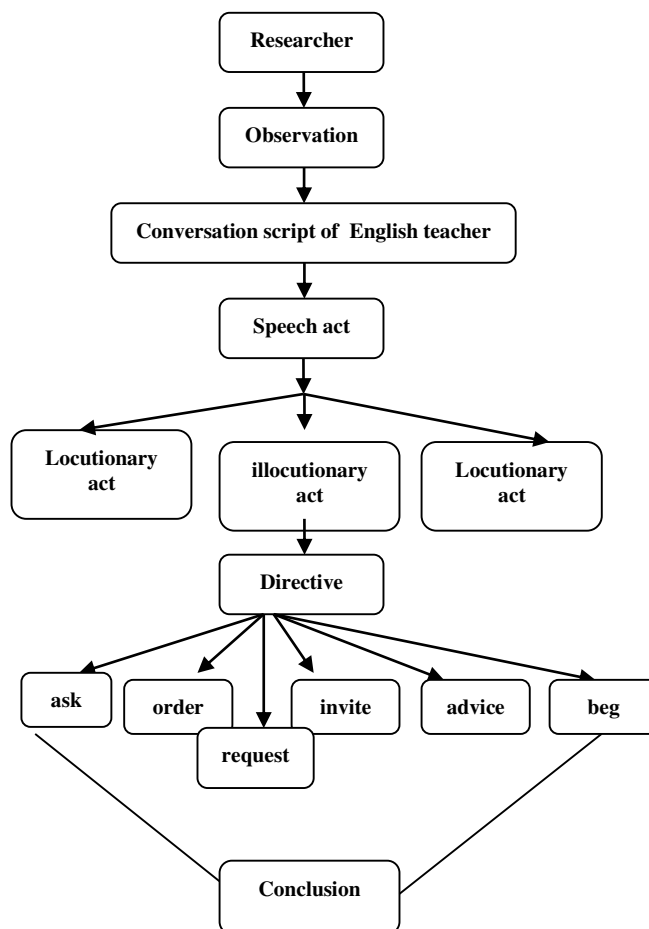
Wati (2014) “*Analisis Tindak Tutur Direktif dalam Novel Cantikitu Luka Karya Eka Kurniawan*”. This thesis analyzes about directive speech act in a novel “Cantik itu Luka”, there are: the first, common speech act 74 speech, second, request directive act 22 speech, third, ordering directive act 11 speech. Fourth, giving an advice 23 speech, from the fourth directive speech act above, speech that most conspicuous is common speech because the story of novel “cantik itu luka” more used dialogue from each character to another character always perceive common from speaker. Moreover, there is speech act that give an advice, because in a novel, speakers give information to other person with advice.

The next research by Trisnawati (2011) “*Directive Illocutionary Acts in Relation to Politeness Strategy in The Historical Movie The King’s Speech*”. This thesis indicates there are fifty one utterance of illocutionary directives, twenty two utterances are direct and twenty nine are indirect. Besides that, forty eight illocutionary directives that uttered harfiah and three of them not uttered. According politeness, twenty three illocutionary directives do the honest and three of them dishonest.

The next research by Dira (2013) “*Directive illocutionary acts used by main characters in Alice in wonderland movie script*”. This thesis analyzes types, function, and situation context of directive speech act in dialogue of main characters in Alice in wonderland movie script. The findings are the classification of illocutionary acts: Requestive performative verb include: ask, beg, beseech, implore, insist, invite, petition, plead, pray, request, solicit, tell and urge. Questioning performative verb include: ask, inquire, interrogate, question and quiz. Requirement performative verb include: bid, command, demand, enjoin, order, prescribe, and require. Prohibitive performative verb include: enjoin, forbid, prohibit, proscribe, and restrict.

Permissive performative verb include: agree to, allow, authorize, bless, excuse, exempt, forgive, grant, license, pardon, release, sanction. Advisories: admonish, advice, caution, counsel, propose, recommend, suggest, urge and warn. The classification of context situations (1) Setting and Scene (2) Participants (3) Ends (4) Act sequences (5) Keys (6) Instrumentalities (7) Norms (8) Genre.

10. Theoretical Framework



C. Methodology

In this study, the researcher is used qualitative descriptive method. This study has intention to explain each types of directive speech act of English teacher and concludes the context situation and condition from each utterance and the dominant used of it. Primary data that used in this research is script conversation in recording of English Teacher in Elementary School of Sukoharjo 3 Probolinggo. Data analysis method in this research is data analysis qualitative by miles and huberman that have

three steps, *data reduction*, *data display* and *conclusion drawing/verification* (Miles and Huberman, 1984). This study used all of steps of the theory. **1) Data reduction** selecting conversation script of English teacher that used directive illocutionary act and then the researcher concludes contexts from each utterance. **2) Data display** The researcher makes a list of each types directive illocutionary act that use of English teacher in English lesson. **3) Conclusion Drawing / Verification** The researcher concludes the types of directive illocutionary act that used in English lesson.

D. Findings

According to the result analysis, there are 77 utterances of directive illocutionary acts that found in 99 data of English teacher conversation. From the 38 utterances (49,35%) that found in asking directive act, there are 5 utterances that give confirmation, 27 utterances to give information and 6 utterances to affirming. teacher use prefix, such as *apa*, *kenapa*, *yang mana*, *dengan apa*, *berapa*. Function of asking to confirmation, getting the information, and affirming. Proved with the example of utterances when the teacher asks about the assignment that given last week. The utterances used to give confirmation to student. The findings 25 utterances (32,46%) on ordering. Function of ordering, teacher expect students to doing an action that teacher wants. Using prefix *coba*, *silahkan*, *tolong*, *kerjakan*, *ayo*, *kita mulai* to refine command so the opinion students more appreciated. 4 utterances (5,19%) of requesting. Function of requesting means hearer doing what the teacher wants. 2 utterances (2,59%) on inviting that appear in context translate the sentence. inviting means expected hearer to followed what speaker wants. 4 utterances (5,19%) on advising. Function of advising means give an advice to hearer doing something that advises. Founding 4 utterances (5,19%) of begging. Function of begging is a speaker has an expectation so their beg receive by hearer.

E. Conclusion

The conversation between teacher and students not only used Indonesian language, but also used English and sometimes Javanese language. The data of

English conversation script are found all the types of directive acts, they are asking, ordering, requesting, inviting, advising and begging.

There are 77 utterances of directive illocutionary acts that found in 99 data of English teacher conversation. There are 38 utterances (49,35%) of asking directive act, consist of five utterances that give confirmation, twenty seven utterances to give information and six utterances to affirming. 25 utterances (32,46%) of ordering. 4 utterances (5,19%) of requesting. 2 utterances (2,59%) of inviting, 4 utterance (5,19%) of advising. And founding 4 utterances (5,19%) of begging. Overall, asking as mostly types of directive illocutionary act, followed by ordering function.

From the data, founding the intention of teacher use the utterances (1) Improve interaction between teacher and students or between students and another student. (2) The question presented not only to get information as far as insight that conveys, but also to encourage students active during lesson activity. (4) Determine the strength and weakness of students, (6) Students doing an action that teacher say (7) Help the students to reach the intention of lesson, (8) improve the thinking ability of students.

F. Suggestion

The researcher hopes to the reader get more information about pragmatics study, particularly directive illocutionary act that one types of speech act. And this research expected to give usefulness for continuant researcher to extend the subject of study, like expressive, commissive, declarations, and assertives, because this study only explain directive illocutionary act. This research, use conversation between students and teacher, the researcher hope other researcher is interested pragmatics that used another object, such as conversation between seller and buyer, employee and manager, etc. for the teachers, this research expected to give knowledge to improve their ability to create fun learning activity in the classroom.

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